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THE CHAUTAUQUAN

A WEEKLY NEWSMAGAZINE

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THE CHAUTAUQUAN

A WEEKLY-NEWSMAGAZINE

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FRANK CHAPIN BRAY, Managing Editor

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CHAUTAUQUA INSTITUTION

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FOUNDED IN 1874

BY LEWIS MILLER AND JOHN H. VINCENT

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Editor's Desk

"The Survey," a valuable specialized weekly magazine for social workers, enlarged the size of its pages this month for improvement. The subscription price is raised from \$2 to \$3 a year, the "magazine number" in the month priced at 25c a copy. It is interesting to learn that some 900 persons paid \$10 each the past year as "co-operating subscribers" to the publication, which aptly styles itself "an adventure in co-operative journalism."

* * *

Readers say:

"The new Chautauquan is fine."

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"The new form of the Chautauquan is a great improvement, I think. The current events are always the latest and it means so much more coming every week. The only thing is, it is more difficult filing. In the older form the magazines were easily kept and not at all likely to be mislaid. However, the weekly edition keeps us in closer contact with the Chautauqua movement."

"I like the Chautauquan in its new form very much but would like to see it printed on a little larger sheet of paper so that the page would have a little more margin or else issue uncut copies to those wishing to preserve their copies by binding." [Uncut copies will be regularly mailed on request.—Ed.]

"I would like the size of the Chautauquan Weekly to correspond with that of the [former] monthly as it was more handy to carry with books. The contents are as fine as ever."

"I am pleased with the Chautauquan as a weekly but we who live in the far West are deprived of the daily inspiration of the efficiencygrams as the paper reaches us five or six days after issued. Couldn't the efficiencygrams for the whole month be published in the first issue of the magazine each month?"

"Since its change to a weekly and its better shape it is beyond criticism, I think."

THE CHAUTAUQUAN A WEEKLY NEWSMAGAZINE

Vol. 72 No. 7

CHAUTAUQUA, NEW YORK, SATURDAY, OCTOBER 18, 1913

Price 5 cents

HIGHWAYS AND BYWAYS NEWS PERSPECTIVE

A Year's Immigration—Facts and Lessons

The immigration and emigration figures for the last fiscal year—ended June 30—are as interesting as, if not even more interesting than—those for any previous year in the same field. The subject, indeed, is always full of fascination to the thoughtful. It bristles with problems, as we have often pointed out. It raises grave controversies.

So far our record year for immigration is 1906-7. During that fiscal year nearly 1,300,000 aliens gained admission into the country. The total for last year was about 1,198,000. The number of aliens who left the country during the same twelvemonth was equal to one-fourth only of that admitted. This is below the average for recent years, which is about two-thirds of the arrivals. Thus the addition to our alien population was all but record-breaking. As stated, only one year in our history surpasses it.

This fact argues many things. It shows that employment was abundant and industry and trade active. It shows that the elections and the change of administration did not materially disturb prosperity. It also shows that in the old-world countries conditions continued to favor heavy emigration.

It must be remembered, too, that during the year the Balkan wars were fought out. The effect of these wars on immigration and emigration was admittedly important. Tens of thousands of Greeks, Bulgarians and others returned home to fight. Tens of thousands who would have emigrated remained at home. In spite of these factors the total was exceptional. Whence did the immigrants come last year? A Washington dispatch gives these figures:

Two hundred and thirty-one thousand six

hundred and thirteen immigrants came from south Italy, this being more than twice the number from any other country, except Poland, which sent 174,365.

In 1912 Germany sent 65,343 immigrants, and in 1913, 80,865; in 1912 France sent 18,382; in 1913, 20,652. In 1912 England sent 49,689; in 1913, 55,522. The increase from Ireland was not so great, the record being, in 1912, 33,932; in 1913, 37,023.

The 1913 total was made up of 808,144 males and 389,748 females. Males to the number of 15,662 were debarred, females, 4,276.

Japanese immigrants numbered 8,302 in 1913, as against 6,127 in 1912. The largest number ever admitted was 30,824 in 1907.

The Slavs and especially the Poles are now coming in unprecedented numbers. Russia is sending more immigrants than ever. Armenia, Syria, Portugal, Belgium and Holland are making new records. The Balkans will need all their able-bodied survivors at home, but heavy emigration can hardly be prevented by law. Greece, in spite of the wars, has kept up her emigration rate.

In view of these facts it is, perhaps, not surprising that the House committee on immigration should have voted to take up again and report favorably the Burnett-Dillingham bill which President Taft vetoed last year because of its educational test for new arrivals. The test was not drastic. It merely involved ability to read some recognized language. But it was vigorously opposed by many good men and women on the ground that it was non-selective, and that its effect would be more detrimental than helpful, since it would keep out honest, thrifty, indus-

trious aliens who had never had any educational opportunity while admitting cleverer persons of inferior quality.

If the bill in question is to be revived and pushed instead of the new Dillingham bill, which seeks to limit immigration more directly by fixing an arbitrary percentage for immigrants to be admitted and then locking the gates for the rest of the year, the implication is that Congress is more disposed to adopt an educational test than to impose a frank restriction. Either bill will be earnestly debated again, and much will depend on the views of Mr. Taft's successor, President Wilson. Some members of his cabinet are known to favor restriction of immigration, but his own position as to the wisdom or need of educational tests or other tests remains to be defined.



Incomes and Income Tax Again

The income tax sections of the new tariff act were changed by the Senate, and again changed in conference. The principle stands; figures and details need to be revised. The subject was discussed in these pages several weeks ago, but it is advisable to return to it and consider some new estimates or tables.

The tax is to be levied as follows: On incomes from \$3,000 to \$20,000, 1 per cent; from \$20,000 to \$50,000, 2 per cent; \$50,000 to \$75,000, 3 per cent; \$75,000 to \$100,000, 4 per cent; \$100,000 to \$250,000, 5 per cent; \$250,000 to \$500,000, 6 per cent; above \$500,000, 7 per cent. There has been no serious criticism either of the rates or of the element of progression. It is absolutely safe to say that the income-tax law will stand, no matter what happens in the course of political action and reaction to other parts of the tariff. The rates will be raised or lowered according to the requirements of the government and the expenditures entailed by peace or war. Public sentiment will never permit repeal, for an income tax is fair and essential, while taxes on consumption are in effect, if not in intention, discriminatory and unjust to the poor and the toiling millions.

The income tax, including the retained corporation income tax, is expected to yield annually about \$115,000,000 at present. On personal incomes about \$82,000,000 will probably be col-

lected. Who will pay, and into how many rough classes the payers are divided in this country, the subjoined table, prepared by the Treasury Department, indicates with what is believed to be some approach to accuracy:

Incomes.	Number of Incomes.	Revenue.
\$3,000 to \$5,000.....	126,000	\$ 630,000
\$5,000 to \$10,000.....	178,000	5,340,000
\$10,000 to \$15,000.....	53,000	4,240,000
\$15,000 to \$20,000.....	24,500	3,185,000
\$20,000 to \$25,000.....	10,500	2,100,000
\$25,000 to \$50,000.....	21,000	9,660,000
\$50,000 to \$75,000.....	6,100	6,600,000
\$75,000 to \$100,000.....	2,400	4,776,000
\$100,000 to \$250,000.....	2,500	13,775,000
\$250,000 to \$300,000.....	550	8,805,500
\$500,000 to \$1,000,000.....	350	13,653,500
Over \$1,000,000.....	100	9,301,000
	425,000	\$82,066,000

We say again that it is little short of amazing that in a country so new, so rich, so big as the United States the number of persons subject to an income tax, even with a \$3,000 exemption, should be as small as this estimate shows it to be. What a light it throws on the distribution of wealth even in a republic "whose other name is opportunity!" It is true, then, that, as the Department of Agriculture recently told us, the average farmer makes less than \$600 or \$500 a year, in spite of the admitted fact that our prosperity "comes out of the soil." It is true, then, that the average man cannot hope to make or earn even \$1,000 a year. To what extent are special privileges, unfair tariff rates, trusts and monopolies, railroad discriminations, financial abuses, bad tax laws, and private exploitation of natural resources and public franchises responsible for this situation? We cannot all be rich. We must earn our bread by the sweat of our brow. We must work and work hard. But there is something wrong in laws and arrangements that cause so manifestly unjust and unequal a distribution of the wealth of a great nation of unparalleled resources. The greatest of all problems is industrial and economic justice, the abolition of oppressive and fraudulent monopoly, the establishment of equality of opportunity and of fair reward of labor, thrift and industry.

There is another income-tax table that we may glance at with some profit. It has to do with the effect of the tax or its incidence in the

several states. Though official, it is to be regarded as largely speculative or conjectural.

States	Persons with Incomes up to \$25,000	Up to \$50,000	Up to \$100,000	Over \$100,000
Alabama	84,000	100	10	...
California	25,000	500	200	50
Colo. and Wyo. ...	23,000	450	100	50
Florida	3,000	250	30	5
Illinois	46,900	1,000	275	50
Indiana	15,850	1,020	130	...
Iowa	16,000	50	30	5
*Kentucky	8,950	180	38	18
Louisiana	20,000	3,000	5	1
Michigan	9,500	950	250	120
Minnesota	25,000	1,000	500	150
Missouri	24,000	450	240	28
New Hampshire..	2,100	425	25	...
New Jersey	12,000	650	170	55
New Mexico	775	65	2	...
New York	57,500	1,675	535	300
North Carolina ..	4,000	50	...	...
N. and S. Dakota	4,000	....	...	...
Ohio	33,250	1,781	398	158
Oklahoma	3,500	50	...	...
Pennsylvania	83,500	4,250	1,325	625
Tennessee	8,000	350	25	5
Texas	25,000	10,000	3,000	100
*Virginia	500	....	...	...
Washington	3,690	350	50	10
Wisconsin	9,500	450	75	20

*Returns incomplete.

The first comment on these figures is that a few states will pay the greater part of the tax. There are those who complain that this is unjust, but there is nothing in the complaint. Individuals pay, not states, and individuals draw their income from many sources, often from sources outside the state they reside in. New York has thousands of rich men whose incomes are derived from western mines and oil wells, from southern plantations, from franchises all over the country. Why should New York claim the wealth of Montana and Colorado?

Another comment is that, contrary to general notions, Pennsylvania is wealthier than New York and furnishes more millionaires. This shows that wealth is largely due to control of natural assets, patents and monopolies. The poor states are states that nature has failed to endow and that have few great centers and few attractions for the rich and powerful. Why should these states be expected to pay as much as their more—or less—fortunate sisters? The income tax is as fair to the states as it is to the individual citizens who will pay it.

The British Channel Tunnel

Once more the question of boring a tunnel under the British channel and facilitating travel, commerce and intercourse between Britain and France, as well as between Britain and Continental Europe generally, has been revived by engineers, newspapers and trade bodies. In 1907 the subject was vigorously discussed, and public opinion unmistakably favored the tunnel project. Military fears and pseudo-arguments prevailed, however, and the project was dropped.

Today it is more strongly backed than ever before. It has found many new friends, and the most notable fact is the division of the military experts. Some high army officers no longer contend that a tunnel would facilitate the invasion of England by French troops or by German troops or by any other possible enemy. They even argue that the tunnel would be a factor of strength in national defense, since it would enable England to import food during war with any other enemy than France, and would not leave the former to depend exclusively on her navy for such importation.

It is estimated that a channel tunnel would cost about \$80,000,000. France would provide half of this amount, and English capitalists the other half. That such a tunnel would be a boon to travelers and to international trade, all admit. That it would stimulate exports and imports, is equally plain. What, then, are the objections to the proposal? They are these in the main:

That the "insularity" of Great Britain would be ended and a historical condition that has influenced every side of national life and character would be suddenly changed, with all the risks implied in such a break with the past.

That a tunnel would expose Britain to the danger of a "surprise" in war—something she does not now fear, owing to the strength of her navy.

That France, now a friend and even an ally in a moral sense, may become an antagonist, nothing in foreign affairs being stable.

That, in any case, France may be defeated and crushed by Germany or a combination of several powers and the tunnel used by an enemy of England.

These objections seem strangely weak and superficial to the friends of the tunnel project, as well as to impartial bystanders. The British end of the tunnel could be wrecked in five min-

The Chautauquan

utes. Surprises are possible in war, but war does not come without warning. Conflicts of interest, bitter controversies, ill feeling produce war, and it casts its shadows before it. As to insularity, the notion that one narrow tunnel would destroy it seems preposterous.

It is undoubtedly a fact that the opposition comes chiefly from ultra-conservatives and routine-ridden military strategists. Intelligent opinion is steadily turning toward the tunnel idea. It may, however, take years to overcome the opposition. Meantime some would facilitate travel and commerce by means of a channel train ferry. Denmark, Russia and the United States have demonstrated the great advantages and the practicability of a train ferry, and England is unaccountably slow in resorting to it. It would be a considerable improvement on the present system of transportation, as passengers would be spared changes and inconveniences, and might enter a train at a London station and remain in it until they entered Paris. The ferry proposal will not satisfy the tunnel partisans, but it may be accepted by them as a temporary compromise. It would not interfere with the tunnel propaganda in any case.

Supt. Randall J. Condon, formerly of Providence, is reported to have outlined for the schools of that city a statement of desiderata that would doubtless be accepted by many school superintendents of advanced ideas:

The full conservation of the health of the children.

The introduction of manual training and home economics into the elementary schools.

Adequate provision for all children who are mentally and physically defective, the tubercular, the lame, the blind, the deaf, and the feeble minded.

The development of industrial education under trade and continuation school and part time co-operation courses that shall connect directly with the leading industries and occupations of the city.

A distinct modification of the plane of grammar-school instruction along industrial lines for the over-age, slow, and indifferent pupils who will not go beyond the grammar schools.

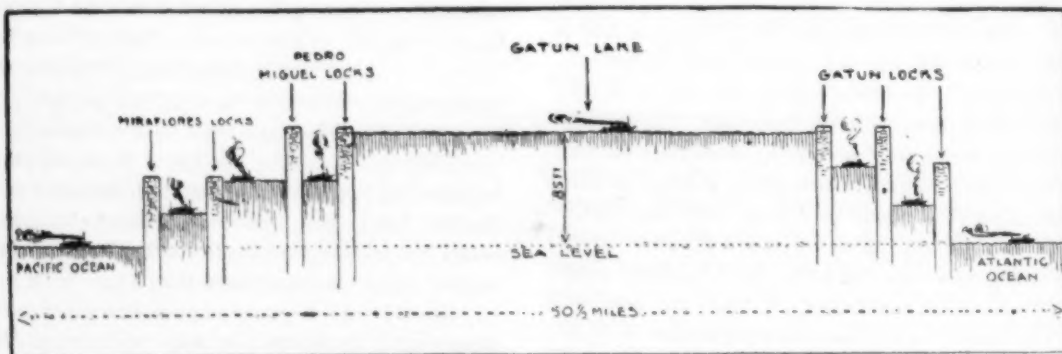
An extension of the home school to all sections of the city, educating girls directly for the home and for their future duties and responsibilities as wives and mothers.

An extension of the kindergarten to all sections of the city.

The maintaining of summer schools for children who need or wish to take advantage of such opportunities.

The opening of the schools as social centers, for the use of all the people in any direction that makes for social and civic betterment.

A continual and distinct recognition and conservation of the interests of the pupils who can remain longer in school and are likely to pursue their studies beyond the high school.



SKETCH FROM THE CHICAGO DAILY NEWS, SHOWING THE PROGRESS OF A VESSEL ENTERING THE PANAMA CANAL AT CITY OF PANAMA, PASSING THROUGH THE MIRAFLORES AND PEDRO MIGUEL LOCKS, TRAVERSING GATUN LAKE, GOING THROUGH THE GATUN LOCKS AND EMERGING INTO THE ATLANTIC OCEAN AT COLON

The waterway practically will soon be ready to admit ships for passage, as depicted in the above drawing. A vessel is shown proceeding from the Pacific to the Atlantic.

From Panama a ship sails approximately eight and one-half miles at sea level until the Miraflores lock is encountered. Miraflores consists of two sets of locks. In each of the two the passing vessel is raised until it is approximately fifty-five feet above the sea level. Then the journey eastward is resumed for a mile and a half, when the Pedro Miguel locks are encountered. There is only one set here. The vessel is raised thirty and one-third feet to the level of Gatun Lake. Before entering the lake, however, the famous Culebra cut is passed through at Bas Obispo. Gatun Lake is traversed for about twenty-four miles. While on this body of water a ship is eighty-five feet above the sea level, having been raised to this height in the locks through which it has passed. At the eastern extremity of Gatun Lake are encountered the Gatun locks, consisting of three sets. In successive stages the vessel is lowered eighty-five feet, or until it has regained the sea level, when it sails smoothly on for a distance of seven miles to the city of Colon at the Atlantic entrance.

The big locks are operated on the same general scheme as ordinary canal locks. Huge water tight gates are swung to admit or eject water, as the case may be. As all the locks are built in pairs, it is possible for a vessel to be raised in one while another is being lowered in the other lock. The actual length of the canal is fifty and one-half miles. This is reckoned from deep water on the Pacific side to deep water on the Atlantic side.—Chicago Daily News.



Cooking a Meal at the Providence Home School

A COMMUNITY HOME SUPPORTED BY THE PUBLIC SCHOOLS

Ada Wilson Trowbridge

TO-DAY the Public Schools, as the most vital expression of democracy, are meeting many problems that a generation ago would have been outside their province. As a nation we are beginning to realize that our most valuable possessions are not our material resources or our commercial holdings, but our men and women, and so it is not strange that our conceptions of an adequate education should reach out into many new forms of training that bear directly on the efficiency of the individual.

The simple life of a generation or two ago made it possible for the children in the family to have a direct part in the duties and arts of daily life, and they grew instinctively into a knowledge of the trade of the father or the household crafts of the mother. Today, however, on account of changed living conditions, the development of the individual suffers unless we make conscious and systematic provision for the education of the child, whether it be for a profession, a trade, home-making, or even the normal impulse for play and recreation.

The home has been the most impor-

tant and the most stable of all the institutions that have recorded the evolution and progress of the human family, and to make a critical study of the

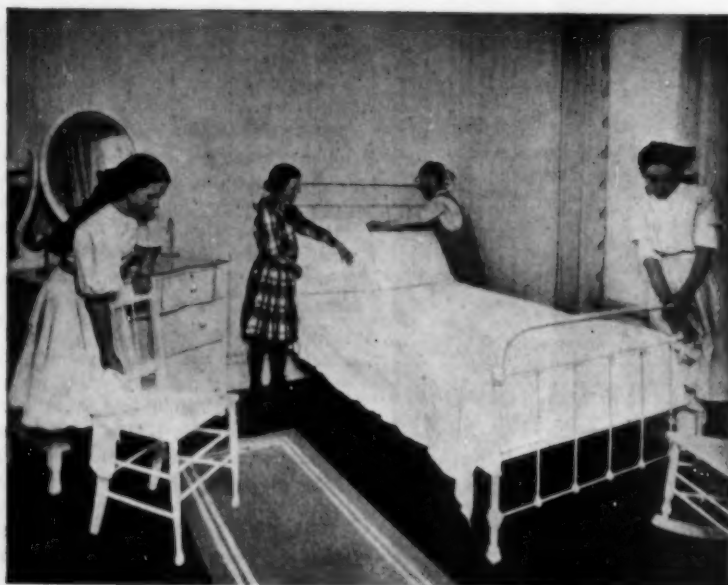
home, from whatever standpoint, is a vital thing. At the present time, the home is entangled with outside life in so many ways, we are beginning to see that if we get an adequate grasp of our immediate problems and our probable future status, we must study the home in its relation to the nation. In our great, complex country with its infusion of foreign races, the assimilation of discordant elements takes place more quickly through the home than through any other national organ.

Two years ago when Mr. Randall J. Condon, who was then superintendent of schools in Providence, asked my assistance in establishing a Home School and in working out a plan for teaching home-making in the home environment, I saw before me the possibility of putting into practice some of the ideas concerning the teaching of household economics which had been developing through experiences in both public and private schools. Mr. Condon's ideas as to the scope of the work and the needs of the community, had crystallized in a definite conception of the function of such a school, and it was possible to establish the activities and outline the work with little loss of time or energy.

During the period between fourteen and eighteen years most girls seem to show a distaste for home occupations, and many interests connected with school life and social enjoyment and



Painting and Papering a Room



A Lesson in Bed-making

wage-earning have aided in diverting their thoughts from home activities. It is, nevertheless, true that the home-making instinct is biological, and a natural outlet for the emotions and energies of the maturing girl, and where domestic science has been unpopular or lacking in vitality, as handled in the grammar and high schools, the explanation may often be found in the absence of the home environment, and the lack of correlation between the technical studies and the actual home experiences.

It was the desire of those connected with the school to have the home surroundings as nearly as possible like those of the children who would attend, and so an inexpensive flat was selected in one of the thickly settled districts of the city, in easy reach of several grammar schools. All the expenses were met by the School Board, as in the case of other public schools, and the problem of renovating the little home and selecting suitable wall paper, paint, curtains, and furniture was put into the hands of the Technical High School as a practical application of the theoretical work of the girls studying household economics. Under the direction of the teachers, tasteful rugs and furniture were purchased, and attractive curtains were designed and decorated by the girls. The boys, also, aided in equipping the Home School, contribut-

ing useful household articles that could be made in the carpenter shop. Thus, before the Home School was opened it had served as the most practical sort of a laboratory for many students in the Technical High School. Perhaps never before in the history of the Providence schools had so live a problem in household arts been worked out by high school pupils.

The details of the opening of the Home School and of the organization and the making out of an elastic working program must be passed over here, also many interesting facts concerning the first busy weeks when the little housekeepers were becoming acquainted with the new undertaking of settling a home, and of applying their knowledge of needlework to the practical and real-life experience of hemming dishtowels and table and bed linen, and making aprons and caps for the cooking and serving. During the first weeks, many girls who had never considered any problem of housekeeping seriously, were expressing their taste and ingenuity in hanging curtains and pictures, placing furniture, arranging dishes in the china closet, and cooking and serving meals.

This community home is open for the school children every day from four o'clock in the afternoon until six, and for the working girls every evening from half past seven until half past nine. The work is grouped under three heads, cooking, sewing, and housework, a teacher being in charge of each department, and the girls, in divisions of about ten, in a simple and informal way become acquainted with the responsibilities of a well-ordered home.

A glimpse here and there of the various activities of the Home School shows the attempt that has been made



A Lesson in Ironing

to relate all the work to the demands of real life whether for work, play, intellectual recreation, or artistic expression.

One group of girls has prepared and painted a room, selecting the color, cutting out the border, making the paste, and improvising the necessary worktables and other apparatus from materials at hand. Another group has made a fireless cooker, while others have made reed and raffia baskets. A young woman looking forward to getting married has attended the school especially for the cooking and the instruction in housekeeping, and in other cases it has been care of the sick-room or training for a waitress that has been the greatest inducement. A girl deprived of the comfort of a bathroom has come once or twice a week for a warm bath, and many of the children out of their school hours spend much of their time at the Home School to enjoy the games and the books and magazines.

All the washing and ironing for the School has been done by the girls, and almost every day simple meals have been cooked and served, this being an opportunity for a lesson in table manners as well as for instruction in waiting on table, and the prompt preparation of a meal.

A vegetable and flower garden has given outdoor employment and has yielded fresh vegetables for the table, and flowers for home decoration. Bulbs have been planted for winter blossoming indoors, and also for the early spring garden; and ferns and other house plants have been cared for by the girls.

The need for developing the spirit of play and a love for intelligent recreation is recognized by those most closely in touch with the young people of today. The desire for some form of sensation seems to have crowded out the enjoyment of games and sports of skill, and one finds among the children little of that inventiveness that came to the aid of children a generation or two ago when the lack of all public amusements made them fall back upon their own resources. Summer playgrounds are doing much to direct and stimulate the love of outdoor sports and pastimes, but some influence is needed that will encourage the children to invent and develop games and amusements in their own homes. It is a part of the responsibility of the Public

Schools to stimulate among the children as many interests as possible that can focus within the home and offer congenial forms of entertainment for all the members of the household. In talking over neighborhood conditions with the parents, one so often meets this question: "What can I do to keep the children at home evenings, to keep them off the streets?"

entertainment and help in the preparations. The children popped the corn and made the candy, one group preparing the refreshments for another group so they might enjoy the feeling of offering courtesy and hospitality to others.

In harmony with the idea that "provision should be made for the largest possible use of the school plant for the



In the Sewing Room

In meeting this problem, games have been a part of the activities of the Home School, and reading aloud, music, dialogues, and short plays have occupied many of the recreation evenings. Nothing has proved such a source of pleasure to all, both to parents and to children, as the little plays and dialogues. The costuming, of course, has been very simple, and has represented more the ingenuity of the girls in adapting articles at hand, than any special effort for design and color. The Christmas festivities were a joy to the neighborhood. Some of the children had never had a Christmas tree in their homes, and many had never assisted in decorating a tree until they helped with the strings of popcorn and cranberries for the Home School tree. There was a little play and a Santa Claus and popcorn and candy for all. The girls were divided into groups small enough to be accommodated comfortably in the home, and all had an opportunity to enjoy the

entire year," free consultation in regard to the care of babies has been carried on during the school year and through the summer. One of the medical inspectors for the public schools, and two of the district nurses as assistants, were at the Home School every Saturday afternoon to meet any mothers who might wish advice as to the care of their babies and young children. The babies were examined and weighed, and suggestions were given in regard to feeding, dressing, and bathing and all that tends to produce health of body and mind.

In a school that is so much a neighborhood center, and that aims to give so much individual attention, something will find its way to each girl to meet her special need. Often the wholesome industry of household pursuits will awaken the indifferent and inattentive girl in a surprising manner, and reveal in a striking way her individuality and capability. We have reached that point

MAKING THE MOST OF A MUSEUM

Maurice B. Sunderland

in our ideas of education where we no longer look upon equipment as the gauge of a good school. The question is not what you *have*, but what you *do*. What concerns us now is: how are the children thinking and growing? not, what are the appliances they have to work with? We no longer look with admiration upon the "perfectly equipped" school unless the equipment is alive and serving the child instead of bewildering him. Nothing is more dead than material which neither pupils nor teachers know how to use in a vital way.

Thus, the home environment, with its simple equipment of familiar things that belong to daily operations, brings the study of home economics a step nearer to real life. By centering the interest of the girl in the home, and in recognizing the industrial and ethical factors bearing upon the life of today, and in offering practical instruction in all the household arts, the Home School opens a way for new forms of self expression, and usefulness, and promises for the future a generation of women who are competent in domestic matters and economically independent, women who can face life as a joyous adventure, not as a disquieting lottery.

However difficult it may be to procure the right kind of teachers for this work; however indifferent the community may prove; whatever hindrances may arise through political control of school matters; or whatever other obstacles may present themselves, the conscious education of girls for homemakers and mothers has come to stay, and all who are most vitally concerned as to the progress of society will watch with interest and sympathy the development in the public schools of this phase of education.

Rural districts in Denmark show less than 1-20 of 1 per cent illiteracy. In the United States the corresponding figure is 10 per cent.

Highways Club

The suggestions of the following program are based on the current events discussed in the Highways and Byways of this number.

1. Report on the foreign population of our own community.
2. Book Review. "Greeks in America" by Thomas Burgess.
3. Summary. How will the income tax affect our state?
4. Discussion. Importance of the Panama Canal compared to the Franco-British Channel tunnel project.

A HALF century ago the museums of America were a luxury and a modest luxury at that. At the present time they are a necessity because they have become part and parcel of the fabric of national education since they have brought art into the practical, every-day life of the American people. The process has been slow



Archaic Greek Grave Stele. Largest known and only example with two figures. The head and hand of the smaller figure are plaster, the originals being in the Museum of Berlin. Traces of paint are visible. Property of the Metropolitan Art Museum, New York.

but none the less steady, and in recent years it has been greatly accelerated. The duty of the museum is not only to please and entertain—it is also to teach.

Perhaps the greater part of those

who visit the galleries do so for the sake of seeing or "doing" a museum and not for the sake of satisfying some pre-developed hunger or desire. This purpose—or lack of purpose—leads to scattered observations that result in vague, general impressions. While an emotion of pleasure may be felt at first it is more than probable that weariness will ere long dull the eye of observation and as a result objects most worthy of interest and study will be passed without a glance. This class of person wanders aimlessly about the great rooms and corridors giving attention to whatever may catch his glance, but without a clear idea of seeing anything in particular or of receiving anything of benefit. He wants a comprehensive survey of the museum with the least possible expenditure of time and he gets from it an exceedingly small part of the good which lies there waiting to be unfolded and enjoyed.

Some visitors are qualified to be their own interpreters; most visitors are not. Even those who have a special purpose suffer loss of time in finding what they most wish to see, or, perhaps fail to find it altogether. Directors are realizing that for those who are not qualified to be self-conductors some means should be devised whereby they may get the greatest possible amount of benefit from the treasure-house. To lay down rules on the subject would be impossible, since no two persons have like tastes or similar interests. It is a self-evident fact that the carpenter will take greater interest in exhibitions of wood carving and architecture and in the problems with which the wood worker of the past came in contact, as shown in his work, than in a display of lace or tapestries.

The museum is bewildering to a casual visitor. He sees on every side objects entirely new to him. Unless he is especially interested in one of the many departments a catalogue produces an almost equally unintelligible impression. He knows not where to begin for it seems to him that everything must be of importance and to miss anything would be an unpardonable sin.

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Yet he is interested in painting, perhaps. If so the catalogue directs him to a certain part of the building where the walls are hung with the creations of the great artists of all time. Undoubtedly he has in mind one or two painters who have given an exceptional piece of art to the world and in whom he is more highly interested than in the others. As he studies their canvasses he notes how the sunlight streaming through an open window falls upon the shining hair of the girl at the casement, or the striking traits of character portrayed upon the face of the officer leading his troops. Because he has observed these things these pictures are raised above the common level in his memory. He wants to know more about them and their painter.

Perhaps the visitor is attracted by the fantastically decorated mummy cases of ancient Egypt. The casual observer looking down upon the mummy in the cerements in which it was wrapped for burial, notes that there is still a little hair upon the shrunken head or that its face in a general way resembles that of an ordinary man of today. And yet, how much more interesting would it be if he knew something of the precious secrets of Egyptian embalmers, the methods by which the body has been preserved during these thousands of years.

It may be that a stately, martial figure encased in armor, astride a rearing charger, will catch his fancy. Perhaps it recalls in his mind books he has read of the age of chivalry and adds realism to these recollections.

And so on through the museum. An added value is attached to these varied collections if the visitor is informed regarding the things which he observes. But what about the visitor in whose mind the armor recalls no recollections, who has no favorite painter, to whom all sculptors are mere workers in clay and marble?

The New York Metropolitan Museum of Art seems to have solved the problem. For a small charge an instructor may be secured who explains what is best and most valuable, and under whose guidance a pleasurable educational journey may be made through the vast museum. Letting the visitor lead the way, the instructor follows him, or he directs him whither his interest calls, answering questions or offering comment.

At the Metropolitan Museum special attention is paid to educational work. A vast number of pictures and stereopticon slides are lent to colleges, high schools and lower schools for the instruction of pupils. Entire classes often visit the museum with a teacher, thus gaining a far greater and more comprehensive grasp of history, the classics and many other studies than could possibly be secured from the printed page.

The range of instruction to be obtained in a museum is emphasized by the wide variety of practical workers who make use of it. Technical schools for girls and establishments where the apparel of women is made go to the museum for precious suggestions. The great shops send the heads of their millinery and dressmaking departments to study the laces and filmy fabrics that famous women have worn, therefrom to get valuable ideas and a better understanding of different weaves, colors, and designs than can be obtained in other ways. Firms of interior decorators, manufacturers of furniture, tapestry, silverware and jewelry send designers to the museum to copy exhibits and to absorb new ideas.

On a varying scale similar educational work is being developed in many of the museums of the country. People within reach of a museum can hasten the day when such instruction will be universal by making inquiries for information and guidance whenever they go to see the exhibitions. They can help themselves by linking the library and the museum, by reading about what they have admired. Many libraries run a sort of bureau of information which publishes book lists on topics connected with both the permanent and the passing exhibitions of the local museum. All such sources of information should be worked hard. C. L. S. C. readers in especial are coming to realize increasingly that the benefits to be derived from study cannot be exaggerated, and that it is a determining factor in the uplift of American civilization.

"If ever the time comes when women shall come together simply and purely for the benefit of mankind, it will be a power such as the world has never dreamed of."—Matthew Arnold.

An Architectural Refinement

A detail requiring careful study and of much interest in the design of the Perry Memorial at Put-in-Bay has been the provision made for the correction of the perspective by means of asymmetric curves. The long flight of steps for instance would appear to sag in the center if they were straight or horizontal. Therefore they are built with a convex curve, that is to say they are some four inches higher at the center than at the ends. Thus in execution they will appear perfectly level. In the same manner the terrace surrounding the shaft is raised in the center and lower at the ends—otherwise the Column would appear to depress it and it would produce the effect of resting in a concave dish. Similarly every vertical or horizontal surface of the entire group has been corrected by means of carefully calculated curvatures. C. L. S. C. students will recall that there are similar corrections in the Parthenon.

Efficiencygrams

October 18

"What can't be cured must be endured;" "Agree quickly with thine adversary;" "The best remedy for affliction is submitting to providence"—All these mean that if you kick against the pricks you'll be hurt, instead of being able to find that "Sweet are the uses of adversity."

October 19

Better yourself and you better others; you better others more quickly when you constantly use your improvements for their advantage.

October 20

It is not unselfish to rejoice in the good fortune of another, for the personal reward is immediate.

October 21

He who speaks high thoughts with conviction is a man of boundless influence.

October 22

The Oriental sought fortune afar and found it at home. Look for happiness near at hand.

October 23

Achieve calmness and from it gain energy.

October 24

Make your work honest, keep your attitude toward life honest. Be as honest toward yourself as you are toward others.

CHAUTAUQUA ABROAD

For Lovers of
Art and the Classics

DR. POWERS and
MR. HOWARD

June 16 Boston
June 25 Liverpool
June 26 Chester
June 27 FurnessAb'y
June 28 Grasmere
June 29 Melrose
June 30 Edinburgh
July 1 Edinburgh
July 2 Trossachs
July 3 Durham
July 4 York
July 5 Lincoln
July 6 Ely
July 7 Warwick
July 7 Kenilworth
July 8 Stratford
July 8 Oxford
July 9 London
July 10 London
July 11 London
July 12 London
July 13 London
July 14 Paris
July 15 Paris
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July 18 Paris
July 19 Paris
July 20 Paris
July 21 Brussels
July 22 Antwerp
July 23 The Hague
July 24 Amsterdam
July 25 Cologne
July 25 The Rhine
July 26 Heidelberg
July 27 Interlaken
July 28 Oberland
July 29 Lucerne
July 30 Milan
July 31 Venice
Aug. 1 Venice
Aug. 2 Venice
Aug. 3 Florence
Aug. 4 Florence
Aug. 5 Florence
Aug. 6 Florence
Aug. 7 Florence
Aug. 8 Florence
Aug. 9 Florence
Aug. 10 Rome
Aug. 11 Rome
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Aug. 13 Rome
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Aug. 18 Naples
Aug. 19 Pompeii
Aug. 20 Capri
Aug. 21 Amalfi
Aug. 22 Brindisi
Aug. 23 Corfu
Aug. 24 Patras
Aug. 25 Athens
Aug. 26 Athens
Aug. 27 Athens
Aug. 28 Athens
Aug. 29 Athens
Aug. 30 Delphi
Aug. 31 Delphi
Sept. 1 Olympia
Sept. 2 Olympia
Sept. 3 Patras
Sept. 4 Palermo
Sept. 5 Naples
Sept. 6 Aigiers
Sept. 7
Sept. 16
Due New York



A GLIMPSE OF LAKE COMO

Lake Como, deep-bedded in one of the great valleys of the Alps, is strewn with islands and seamed with rocky promontories. One of the latter, in our present view, seems almost to cut the lake in twain. While in the dim background, another, white-edged along the shore, gives us a hint of the famous Bellagio, most charming of resorts on this most charming of lakes. Beyond these rise the foothills of the Alps, mountains save by comparison with their loftier neighbors which fade away in the dim background.

TRANSFIGURED SWITZERLAND

The Italian lakes coquette with the political frontier between Switzerland and Italy, now in, now out, as though trying to elude the authority of some local potentate. But frontiers are ephemeral. These lakes have witnessed, oh so many of these lines traced by man's puny hand. Nature had no such uncertain purpose.

The patriotic disparagement of the Alps in the interest of our own western mountain scenery is comparison where comparison is impossible. The charms of the one can not be measured against those of the other. Among the many points of contrast, one will not fail to impress the thoughtful observer. The great western wilds are inhospitable. Man is greeted by no smile of welcome. Not so the Alps. On every rocky shelf nestle the chalets, rock-tinted and like mushrooms indigenous to the soil. Tiny meadows of greenish velvet are spread between scattered boulders that seem to have become slowly reconciled to their presence. Roads and paths, even mountain railways for the most part, wind unobtrusively amid beauties which they never mar. Nature even in her grandest forms has been patiently coaxed into geniality and her frown has softened till beneath it lurks a smile.

And the smile of the Alps is toward the south. The writer well remembers a day when the clouds hung low upon the northland and hooded the snowy peaks. Laborious climbs only brought us from rain into raining

clouds and a blanket wrapped the day. The splendid battlements of Lake Lucerne were roofed in low-hanging cloud which seemed to graze the steamer's funnel. Then from steamer to train at the head of the lake and on up the deep valley toward the summit and toward the south. At last after many misty stops the train rushed roaring into the great ten-mile tunnel above which six thousand feet of granite wall rise, a barrier between south and north. On roared the train for a brief twenty minutes, and then out into the warm sun of the smiling south. The mild heat quivered over the vineyard slopes, the harmless lizards darted their flashing arrows of color twixt stone and leaf, the cicada sang his song of the south, and we were in another world. And looking back over the huge mountain wall whose barrier we had passed, the great sullen cloud of the northland whose clammy folds had enveloped us, tugged at the chain that held it in leash and forbade its frown in the land where nature smiles. Perhaps no experience in the wide range of travel can equal in its revealing power the first view of the Italian Lakes as the traveler approaches them from the north under favoring skies and at a happily chosen hour of the day. Not the great bulking mass of nature's body, but the vibrating lights and hazes of her oversoul reward the pilgrim to this mount of her transfiguration.

CHAUTAUQUA ABROAD

For Lovers of
Music and Art

MR. HOWARD and
DR. POWERS

June 16 Boston
June 25 Liverpool
June 26 Chester
June 27 FurnessAb'y
June 28 Grasmere
June 29 Melrose
June 30 Edinburgh
July 1 Edinburgh
July 2 Trossachs
July 3 Durham
July 4 York
July 5 Lincoln
July 6 Ely
July 7 Warwick
July 7 Kenilworth
July 8 Stratford
July 8 Oxford
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July 21 Brussels
July 22 Antwerp
July 23 The Hague
July 24 Amsterdam
July 25 Cologne
July 25 The Rhine
July 26 Heidelberg
July 27 Interlaken
July 28 Bernese Oberland
July 29 Lucerne
July 30 Milan
July 31 Venice
Aug. 1 Venice
Aug. 2 Venice
Aug. 3 Florence
Aug. 4 Florence
Aug. 5 Florence
Aug. 6 Florence
Aug. 7 Florence
Aug. 8 Florence
Aug. 9 Florence
Aug. 10 To Trent
Aug. 11 Innsbruck
Aug. 12 Munich
Aug. 13 Munich
Aug. 14 Munich or Beyreuth
Aug. 15 Nurnberg or Beyreuth
Aug. 16 Nurnberg or Beyreuth
Aug. 17 Rothenburg or Beyreuth
Aug. 18 To Dresden
Aug. 19 Dresden
Aug. 20 Dresden
Aug. 21 Dresden
Aug. 22 Berlin
Aug. 23 Berlin
Aug. 24 Berlin
Aug. 25 Berlin
Aug. 26 Berlin
Aug. 27 Berlin
Aug. 28 Hamburg
Aug. 29 Hamburg
Sept. 16
Due New York

Dr. Powers takes personal charge of the Chautauqua European Tour in 1914.

C. L. S. C. ROUND TABLE

In the Home Reading of the Chautauqua Literary and Scientific Circle (C. L. S. C.) Classical English, American, and Continental European subjects are covered in a four years' course of which each year is complete in itself. The Round Table Department contains study helps and other items of interest.



The cuts on this page show tablets in the floor of the Hall of Philosophy at Chautauqua, New York, which never have been reproduced in The Chautauquan.

The American Museum of Natural History in New York showed an eager company on Saturday, October 4, for Dr. Schmucker's first of his course of six lectures on Race Improvement. Beginning with the second week each lecture will be followed by a question box. As the titles given herewith indicate the subjects are live ones and will doubtless result in keen discussions.

Dr. Schmucker's subjects are: 1. Nature and Nurture; 2. Heredity and



its Laws; 3. Our Learning Years; 4. Our Heritage of Strength; 5. Weeding Out the Habit; 6. Building for the Future.

**

The lectures are entirely free and given under the auspices of the New York Department of Education for the Borough of Manhattan. The doors are open at 7:30 and the lectures begin promptly at 8:15 after which hour the doors are closed. Many Chautauquans in New York City will find this a great

privilege during the next few weeks. Dr. Schmucker's C. L. S. C. book for this year on the Meaning of Evolution has been welcomed with enthusiasm in many quarters where people are conscious of their ignorance of the real bearing of Evolution but feel dimly that they ought to have some intelligent ideas on a subject so evidently taking its place in daily life.

Some who find it more easy to attend on Friday evenings can hear the same series on Friday evenings at 8:15 in the Wadsworth Public School at 182nd St., easily reached by the Broadway



Subway to 181st. Then walk one block north.

The Brooklyn Chautauqua Alumni have begun to send out their usual convenient folder listing the meeting places for the coming year and giving in detail the program for the next meeting. At the first gathering of the season Mrs. Lawrence and other members who were at Chautauqua, New York, last summer gave a symposium of their experiences at the Assembly.

A new circle has been formed in Eureka, California, and it promises to bring new enthusiasm into the town.



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CHAUTAUQUA BOOKS WANTED—We will pay 25 cents each and postage for good second-hand copies of the following Chautauqua books: Hochdoerfer's "German Literature;" Lavell's "Italian Cities;" Warren's "Ten Frenchmen of the Nineteenth Century;" Joy's "Men and Cities of Italy;" Lawson's "Ideals in Greek Literature." Send postpaid, thickly wrapped, with bill, to Chautauqua Press, Chautauqua, N. Y.

AGENTS — \$2.50 per day salary and additional commission paid man or woman in each town to distribute free circulars and take orders for concentrated flavoring in tubes. Ziegler Co., 443-A Dearborn Street, Chicago.

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"The Home Library of Entertaining," compiled by Paul Pierce, Editor,
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These books are bound in durable board covers and following is partial list of contents:

DINNERS AND LUNCHEONS—Dinner giving for the convenience of the busy housewife. How to send the invitation—How to Serve in Proper Form, Dinners and Luncheons, with Menus and Recipes—Simple Menu—More Elaborate Menu—A Full Course Dinner—The Ease of a Course Dinner—Luncheon Menu—Simple Luncheon—More Elaborate Luncheon—Dinners and Entertainments for Patriotic, Holiday, and Special Occasions. "Ice Breakers," Suggestions for Dinner, Menu and Place Cards, Table Stories, Toasts, Table Decorations. Helps Over Hard Places—Hints to the Hostess—Don't for the Table—The Emergency Mistress—Passing the Loving-Cup.

SUPPERS—Chafing-Dish Suppers—German, Dutch and Bohemian Suppers—Entertaining in the Modern Apartment—Suppers for Special Occasions—Miscellaneous Suppers.

BREAKFASTS AND TEAS—Breakfasts at High Noon—Typical Breakfast Menus—Bride-Elect Breakfasts—Bon-Voyage Breakfasts—Spring and Autumn Breakfasts. The Modern Five O'clock Tea—Scotch Teas—Japanese Teas—Valentine Teas—Miscellaneous Tea Parties. Unique Ideas for Teas.

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TALK ABOUT BOOKS

THE HOME SCHOOL. By Ada Wilson Trowbridge. Boston: Houghton Mifflin Company. 60 cents net.

In these days when the school and industrial occupations are providing almost all the activities which modern life offers to young people, the home, for most members of the family is reduced to a place for sleeping and occasional eating. Domestic Science has been taught in the schools, to be sure, but it has been kept there. The Home School, whose story Mrs. Trowbridge tells in this book and in her article in this issue of the magazine, is a part of the school system of Providence, R. I., but its application of the principles of domestic science trains the girl by making her work at what she wants to learn in a homelike environment and not in a school house laboratory. The necessity for such domestic training as makes for health and happiness the author sets forth briefly and well. The life "out in the world" for most girls is seven years; after that they manage their own houses either with immediate success or at the cost of considerable discomfort to the members of their families. If they have been to a school of housecraft this discomfort is lessened. The author points out more than one practical way in which the home still stands pre-eminent in spite of the tendency of the day to produce from external sources what used to belong within its four walls. There are still some amusements, some home teaching, some crafts which are most profitably carried on at home. Yet the modern home is not a place for the eternal weary round of our grandmothers. It has its leisure created by modern science and modern efficiency and modern co-operation. The courses of the school include sewing, cooking, hygiene, housecleaning, dining-room work, food values, marketing, and the utilization of materials of all sorts that lie at the hand of the observing housewife. Just how it is all done Mrs. Trowbridge's article sketches and this taste will provoke the reader's appetite to desire a more complete satisfaction from the pages of her book.

A TABLE FOR TWO. By Eldene Davis Chicago: Forbes & Company. \$1.00

Some of the recipes in Eldene Davis' "A Table for Two" are such as to satisfy the appetites of two people and others appear to be sufficiently generous for a considerable family. But this may be a wise forethought instead of a seeming inconsistency. In a 200-page book one cannot expect a comprehensive treatment of the subject of cookery but one feels that the writer has a decided leaning toward the high lights—the fancy dishes especially relished by those of epicurean tendencies—flavored with disregard of the "high cost of living." One feels also that Mrs. Davis is somewhat of a post-impressionist, for the recipes leave much to the imagination. However, the suggestions for "Six Dishes with Meats" are such as any housewife might well follow.

"Frozen Dainties" are good, the dessert section is something of a delight and the mint julep recipe is one after Mr. Bryan's own heart.

BIBLE LESSONS FOR FOREIGNERS BEGINNING ENGLISH. By Lizzie Thomas Baldwin. Jamestown, New York: S. Arthur Baldwin. 45 cents.

This is an original method of combining the teaching of the English language and a study of the life of Jesus Christ. The volume consists of fifty-six conversational lessons arranged in Books I and II. The approach through conversational lessons, word and phonetic drills and written exercises appeals alike to the unprofessional and pedagogical worker.

While originally written for the Albanians of the Albanian Bible School of Jamestown, New York, the lessons are equally applicable to the teaching of English to all foreigners. The book is also receiving the attention of foreign missionaries and will be used as an English text-book in certain mission schools in the foreign field. It has received the warm commendation of educational experts. Prof. Edward A. Steiner says "It is calculated to lead men into a new language and a new life." It would seem that the use of this thoroughly pedagogical, thoroughly practical book may become an important factor in the solution of the immigration problem.

Personalia

Prof. Paul Shorey, Head of the Department of Greek of the University of Chicago, is spending a furlough in Germany.

George Adam Smith, who lectured at Chautauqua in 1896, 1899 and 1909, and who is a member of the Educational Council of Chautauqua Institution, is the subject of an article by E. Hermann in the October instalment of the series of "Studies of Representative British Theologians" which is running in the Homiletic Review. The frontispiece of the October number is a good portrait of Dr. Smith.

Shailer Mathews, President of the Federal Council of Churches of Christ in America and Director of Religious Work of Chautauqua Institution, is now editor of "The Biblical World." He announced that the journal would be conducted as the organ of a cause, "the exponent of a vital, progressive Christian faith that seeks to bring to the present social order the saving power of the Gospel." Among announcements of new series is one on "The Social Significance of Christianity in Modern Asia," by Professor Charles R. Henderson, of the University of Chicago, who spoke at Chautauqua this year.

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SUSANNA COCROFT

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